**Barrier Book Rubric**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Barrier: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Score Levels** | **Understanding**  **of Barrier x** | **Effectiveness of Oral Reading X** | **Effectiveness of Story x** | **Evidence of Research x** | **Professionalism of Book x** |
| **4** | Complete understanding of the barrier, as demonstrated by the note to parents and the synthesis of the researched information into the story. | The highly effective use of oral reading skills (including pacing, volume, tone, preparedness, eye contact, and inflection) strongly engaged the audience. | Highly effective use of an engaging and organized plot, developed characters, a developed theme (barrier), and age-appropriate language | Completely accurate MLA citations for background research, which reflect the use of multiple scholarly sources. | Exceptionally professional book, as developed through the cover, artwork, mechanics (grammar, spelling, etc.), book construction, and overall neatness |
| **3** | Solid understanding of the barrier, as demonstrated by the note to parents and the synthesis of the researched information into the story. | The effective use of oral reading skills (including pacing, volume, tone, preparedness, eye contact, and inflection) engaged the audience. | Effective use of a clear plot, developed characters, a developed theme (barrier), and age-appropriate language | Generally accurate MLA citations for background research, which reflect the use of scholarly and other sources. | Generally professional book, as developed through the cover, artwork, mechanics (grammar, spelling, etc.), book construction, and overall neatness |
| **2** | Partial understanding of the barrier, as demonstrated by the incomplete note to parents and/or the overall lack of synthesis of the researched information into the story. | The moderately effective use of oral reading skills (including pacing, volume, tone, preparedness, eye contact, and inflection) somewhat engaged the audience. | Moderately effective use of plot, characters, theme (barrier), and age-appropriate language | Inaccurate MLA citations for background research, which reflect the use of some sources. | Book is sometimes difficult to follow because of the lack of professionalism of the cover, artwork, mechanics, book construction, and/or neatness. |
| **1** | Incomplete understanding of the barrier, as demonstrated by the ineffective note to parents and the complete lack of synthesis of the researched information into the story. | The ineffective use of oral reading skills (including pacing, volume, tone, preparedness, eye contact, and inflection) failed to engage the audience. | Ineffective use of plot, characters, theme (barrier), and age-appropriate language | Major inaccuracies in MLA citations for background research, which reflect the use of at least one source.  (Zero credit if no sources are listed). | Book is impossible to follow because of the lack of professionalism of the cover, artwork, mechanics, book construction, and/or neatness. |
| **T**  **O**  **T**  **A**  **L** |  |  |  |  |  |

**Comments:**